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In 1966, the Research Department of the California Teachers Association sent a questionnaire to a stratified random sample of California teachers. Of 2,400 questionnaires distributed, there were 2,061 (85.9 percent) usable returns. The questionnaire asked about the professional status of the teacher and his professional judgments regarding teacher education and certification. In general, the teachers surveyed appeared to favor the status quo in certification (four years of preparation for beginning elementary teachers, five years for high school teachers, and continuation or direct applications to the state department of education for issuance of credentials); the one change favored was to credential junior college teachers on the basis of the master's degree only. Most teachers indicated that preservice courses contributed to professional development. Courses in subject matter related to teaching majors were strongly favored, while courses in subject matter related to teaching minors were less strongly favored. Methods courses received relatively favorable reactions. A low position was accorded to courses in educational philosophy. There appeared to be an almost complete separation of elementary and secondary teachers in their overall attitudes, while the responses of high school and junior college teachers were similar. (Appended are a description of the sample selection and tabulations of responses.) (Author/SG)

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CALIFORNIA TEACHERS' REACTIONS

TO

CERTIFICATION AND PRE-SERVICE COURSES

Supplementary Research

Report

Number 58

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Research Department
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CALIFORNIA TEACHERS' REACTIONS TO CERTIFICATION AND PRE-SERVICE COURSES

In February, 1966, the Research Department of the California Teachers Association sent a five-page questionnaire to a stratified random sample of California Teachers. A total of 2,400 questionnaires were mailed out. There were 2,061 usable returns, which was 85.9 per cent of the forms sent out. A detailed discussion of the sample and of the techniques used in its selection and in securing returns, will be found in Appendix I. The questionnaire asked a number of questions about the professional status of the teacher, and about his professional judgments with respect to certain matters relating to teacher education and certification. This report summarizes these teacher judgments or opinions and analyzes some of their relationships to grade level taught, experience, and level of preparation.

C E R T I F I C A T I O N

Years of Required Preparation. The teachers included in the sample went along with the traditional California preparation pattern rather than with new requirements now being implemented. Only 817 respondents, or 39.6 per cent, favored five years of preparation for original certification for elementary teachers; while 1,484, or 72.0 per cent, favored five years of preparation for original certification for secondary teachers.

There was a significant difference between elementary and high school teachers in the responses to these questions. Even for high school certification, more high school teachers than elementary favored a five-year training program. The percentage in favor were 80 for high school teachers and 70 for elementary. With respect to the preparation of elementary teachers, the difference was even more dramatic. Forty-nine per cent of the high school teachers favored the five-year requirement, but only 35 per cent of the elementary teachers did so.

High school teachers had a large minority (45 per cent) that did not favor five years of preparation for elementary teachers before receiving their original certificate. The no-response rate was 6 per cent, so those favoring the five-year program for elementary teachers were also a minority (49 per cent).

A substantial majority, 63 per cent, of the elementary teachers included in the sample disapproved of requiring five years preparation for original certification. Only 2 per cent of the elementary teachers failed to respond.

Master's Degree. A majority, 57.0 per cent, of the teachers included in the study believed that only the master's degree should be required for certification on the junior college level. However, only 31 per cent of the junior college teachers included in the sample held this position. But none of them opposed it. The large majority of junior college teachers, 69 per cent expressed no opinion.

Certification Procedures. The teachers expressed overwhelming disagreement with the proposal that the State Department of Education discontinue issuing credentials on direct application. Only 11.0 per cent favored it, with 5.6 per cent giving no answer. Those saying "no" constituted 83.4 per cent.

A similar response was given to the proposal that the State administer a standardized test in professional education and teaching fields as a prerequisite for certification. This was favored by 19.8 per cent; opposed by 77.1 per cent; and not answered by 3.1 per cent.

Needed Improvements in Certification Procedures. Reduction in complexity of requirements is the most needed improvement in procedures for teacher certification in California, according to the teachers included in the sample. This was the opinion of 47.9 per cent of those responding. Reduction in number of kinds of credentials was given first place by 21.9 per cent. Elimination of provisional credentials was marked as most critical by 11.8 per cent, and elimination of partial-fulfillment credentials by 9.7 per cent. The remaining 8.8 per cent had various other ideas as to the most critically needed improvement in certification for teaching in California.

Limitations of Study. The sampling study was designed to determine the opinions that would be expressed by teachers when required to do so on a number of important issues in teacher education in California at the present time. On the basis of studies validating the sample procedure (See Appendix A) and on the basis of the percentage of return, it must be concluded that the foregoing results closely represent the opinions held by California teachers. But these are, after all, opinions, and are only so valid as the qualifications and information of their holders permit.

With respect to the requirement of five years preparation of initial certification for elementary teaching, it must be noted that each level--elementary and secondary--tended to respond according to the historical pattern for that level. Thus almost half of the secondary teachers favored such a requirement and less than half opposed it; while only 35 per cent of the elementary teachers favored it and nearly two-thirds (63 per cent) opposed. Even on the question of five years preparation being required for high school certification, only 70 per cent of elementary respondents favored although 80 per cent of the high school answers were favorable.

To what extent respondents in both groups favored the status quo rather than expressed reasoned opinions, is unknown. It must be concluded, however, that this type of reaction is not negligible. For this reason,

the findings of this survey must be viewed with caution in attempting to decide what policy is desirable. On the other hand, they do show what actual attitudes are--regardless of their justification--and do indicate what support can be expected and what opposition must be overcome in any program for increasing requirements for elementary credentialling.

PRE-SERVICE TRAINING FOR BEGINNING TEACHERS

Persons included in the sample were asked to judge the extent to which various types of courses that they had taken in preparing to teach had helped them in their first year of teaching. It is recognized that many subjective factors enter into such judgment, particularly in the case of experienced teachers who must try to recall how they were affected at an earlier date. On the other hand, the subjective judgments of experienced teachers represent an integration of their actual experiences as beginning teachers and their perceptions of what might have been their first-year experiences. These judgments would, therefore, appear to have considerable professional significance. In any case, they represent the attitudes of persons who will be called on to support any teacher education programs that are proposed to be conducted in the next few years in California.

Importance of Courses. Three levels of importance were offered to be assigned to each type of course. These were:

1. Extremely Important for Coping with the Practical Problems of the First Year Teacher.
2. Of Some Importance for Coping with the Practical Problems of the First Year Teacher.
3. Of No Importance for Coping with the Practical Problems of the First Year Teacher.

The courses involved in teacher training, other than student teaching, were divided into seven categories. Student teaching courses were omitted because other studies had already established that most teachers consider them highly important. The seven categories used in this study were:

Teaching methods	Psychology of learning and teaching
Philosophy of education	A-V equipment and materials
Growth and development	Teaching minor(s)
Teaching major(s)	

Each respondent was required to check one of the three levels of

importance as applying to each of the seven categories of courses. Table I shows the per cent of the respondents who made each of the three judgments for each type of course.

It will be noted that there are considerable differences in the percentage of respondents rating various types of courses as very important or as of no importance. The strongest rating of importance was given courses in teaching majors. Methods courses were also rated important more often than other types of education courses. All types of courses were given essentially positive ratings for importance, even including courses in "philosophy of education" which was rated of no importance by a much larger per cent of respondents than any other type of course.

Analysis of Responses. The over-all responses make it clear that work in the teaching major is considered most valuable for meeting the practical problems of first-year teaching, that work in teaching minors and most areas of professional education is considered definitely important in this respect, and that courses in philosophy of education are held to be least important of the types considered. It was recognized , though, that insights gained subsequent to the first year of teaching, grade levels of teaching, and additional academic training might all affect the judgments made. Hence, responses were distributed according to the three dimensions of grade level, degree held, and experience, and the chi-square test for significance of difference of distribution applied. The distributions and the levels of significance found for the various dimensions are given in Appendix B.

Grade Level. Respondents were placed in four groups according to grade level at which they were serving. These were kindergarten-primary (K-3), upper elementary (4-6), intermediate-junior high (7-9), high school (9-12), and junior college (13-14).* Responses of each group as to the importance of each type of course for coping with the practical problems of first-year teachers, were then compared and tested for significance of difference of distribution.

When the kindergarten-primary group was compared with the upper elementary groups, no significant difference was found for courses in philosophy of education and teaching minors. Differences significant at the .10 level were found for courses in teaching methods, growth and development, and teaching majors. For each of these types of courses, the kindergarten-primary group gave the higher rating of importance. This group gave a higher rating to courses in psychology of learning with a significance of .05 found for the difference. On the other hand, upper elementary teachers considered courses in A-V equipment and materials more important than did K-3 teachers, with a significance level of .005 for the difference between the judgments of the two groups.

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* Ninth grade was included in two groups depending on whether the individual was in a junior high or a four-year high school.

TABLE I

IMPORTANCE OF TYPES OF COURSES FOR FIRST-YEAR TEACHING
(Per cent of Respondents Giving Each Rating)

LEVELS OF IMPORTANCE	Teaching Methods Course(s)	Psychology of Learning and Teaching	Philosophy of Education	A-V Equipment and Materials	Growth and Development	Teaching Major(s)	Teaching Minor(s)
Extremely Important for Coping with the Practical Problems of the First Year Teacher	49.5	41.8	15.8	42.0	40.3	67.5	48.8
Of Some Importance for Coping with the Practical Problems of the First Year Teacher	42.4	50.3	48.4	46.4	51.3	27.4	40.5
Of No Importance for Coping with the Practical Proglems of the First Year Teacher	8.1	7.9	35.8	11.6	8.4	5.1	10.7
TOTALS	100.0	100.0	100.0	100.0%	100.0	100.0	100.0

When the intermediate-junior high group was compared to the high school group significant differences were found only for courses in A-V equipment and materials and majors and minors. The intermediate-junior high teachers were found to rate courses in A-V equipment and materials slightly more important (.10 level). The high school teachers rated courses in teaching majors and minors as important more frequently than the intermediate-junior high teachers did. The differences were significant at the .005 level for majors and at the .05 level for minors.

When high school teachers were compared with junior college teachers, no significant differences were found. However, when either secondary or junior college teachers were compared with elementary teachers as a group, significant differences were found in all cases. The significance was at the .005 level except for courses in philosophy of education when junior college teacher (13-14) responses were compared with those of elementary teachers (K-6). Secondary and junior college teachers considered all courses in education less important for coping with practical problems of first-year teachers than did elementary teachers. On the other hand, secondary and junior college teachers gave greater importance to courses in teaching majors and minors.

It must be concluded that there is a marked and significant difference in point-of-view concerning the value of pre-service courses for helping first-year teachers between elementary and secondary teachers. The break comes between the upper elementary and the junior high or intermediate grades. Teachers in the latter showed much greater similarity to high school teachers than to K-3 or 4-6 teachers. The complete lack of significant differences between the responses of high school and junior college teachers should also be noted.

Degree Held. When respondents were classified according to the highest degree held, it was found that only a small number held the doctorate. Comparisons were, therefore, only made between the group holding the bachelor's as the highest degree and that holding the master's. Significant differences were found in their evaluations of the importance for first-year teachers of courses in psychology of learning (.05 level), philosophy of education (.005 level), A-V equipment and materials (.10 level), teaching majors (.005 level), and teaching minors (.005 level). Courses in A-V equipment and materials were held to be less important by those with master's degrees than by those holding only bachelor's degrees. The other four types of courses were given higher ratings for importance by the group with the higher degree.

Experience. Teachers were divided into those with more than five years experience and those with five years or less. The more experienced group was found to rate all types of education courses as more important for first-year teachers than did the less experienced group. The differences were significant at the .005 level. For courses in teaching majors and teaching minors no significant differences were found. For further analysis, teachers with one or two years experience were compared with those having over fifteen years service. Precisely

the same differences were found as for the first comparison. This also held true when teachers with three to five years experience were compared to those with more than fifteen years.

These findings are consistent with the hypothesis that greater insight into the needs of first year teachers are developed with experience, which presumably includes observation of the successes and failures of other teachers in their beginning years. They are also consistent with the hypothesis that a selective process takes place which eliminates those teachers placing less importance on education courses. Further study is needed to decide between these and possibly other hypotheses.

CAREER IMPORTANCE OF PRE-SERVICE TRAINING

Individuals included in the sample were also asked to rate the importance of the various categories of pre-service courses to their total professional career. While these ratings were based on subjective factors, they do represent the considered judgment of those most affected by teacher preparation. As in the case of the judgments of the effectiveness of these courses for helping first-year teachers, the findings are of considerable practical importance to those concerned with the future of teacher education in California.

Importance of Courses. Four levels of importance were offered to be assigned to each type of course. These were to be checked on the basis of the respondent's judgment of how they contributed to his adjustment to teaching and to his professional development as an educator, throughout his teaching career. The four choices offered were: None, Moderately, Considerably, and Very Greatly. In addition, respondents could check "Do Not Know." Table II shows the per cent of the respondents who made each of the five responses for each type of course. [Table II-Page 8]

It will be noted that, except for teaching majors and minors, none of the various types of courses was judged to have contributed very greatly to professional development by as much as one third of the respondents. The largest group checked the courses as having contributed moderately. Nevertheless, when the tendency of teachers to avoid strongly positive or negative statements is considered, it must be concluded that there was general recognition of a valuable and important contribution made by all types of courses except those in "philosophy of education."

Analysis of Responses. The total response quite clearly shows that subject-matter courses in the area of the teaching major are considered to have contributed the most to adjustment to teaching and to professional development as an educator. The fact that courses in the area of the teaching minor receive the next heaviest favorable response, completes

TABLE II

CONTRIBUTIONS OF TYPES OF COURSES TO PROFESSIONAL DEVELOPMENT THROUGHOUT TEACHING CAREERS

(Per cent of Respondents Giving Each Rating)

Degree of Contribution	Teaching Methods Course(s)	Psychology of Learning and Teaching	Philosophy of Education	A-V Equipment and Materials	Growth and Development	Teaching Major(s)	Teaching Minor(s)
None	6.7	6.3	22.1	11.1	6.0	3.2	7.1
Moderately	32.8	35.8	41.9	33.7	33.8	13.4	17.3
Considerably	28.3	29.7	15.4	25.8	29.6	20.9	24.0
Very Greatly	26.7	21.4	9.1	18.3	19.6	47.5	30.2
Do Not Know	1.0	1.6	3.6	1.7	2.8	4.2	5.8
No Response	4.5	5.2	7.9	9.4	8.2	10.8	15.6
Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0

a picture in which teachers consider subject-matter training most important, with education courses--particularly teaching methods--also making significant contributions.

Because of the obvious possibility that responses were influenced by experience, teaching assignment, or additional training, responses were distributed in these three dimensions. A chi-square test was applied in each case to determine whether or not significant differences of response patterns occurred. The distributions and the levels of significance found for the various dimensions are given in Appendix C.

Grade Level. Respondents were placed in four groups according to grade level at which they were employed. These groups were kindergarten-primary (K-3), upper elementary (4-6), intermediate-junior high (7-9), high school (9-12), and junior college (13-14).* Responses for each group as to the degree to which each type of course contributed to their career in education, were then compared and tested for significance of difference of distribution.

When the kindergarten-primary group was compared with the upper elementary group, the only possible significant difference was found for teaching methods courses. The K-3 teachers much more frequently rated methods courses as having contributed very greatly to their careers than did the 4-6 teachers. The difference was significant at the .025 level.

When 7-9 teachers were compared to 9-12 teachers, significant differences were found for courses in audio-visual equipment and materials, courses for teaching majors, and courses for teaching minors. The intermediate and junior high teachers gave more weight to the contributions of the audio-visual block of courses than the high school teachers did. The difference was significant at the .05 level. On the other hand, the high school teachers considered subject-matter courses more valuable than did the 7-9 teachers. The difference was significant at the .005 level for teaching majors and at the .01 level for teaching minors.

When high school teachers were compared with junior college teachers, no significant differences were found for any types of courses. However, when secondary teachers generally (7-12) were compared with elementary teachers (K-6) significant differences were found for all groups of courses. All differences were significant at the .005 level except for courses in teaching methods where the significance was at the .01 level. The elementary teachers rated education courses more highly than did high school teachers in all cases; while the secondary teachers rated subject matter courses more valuable, in the cases of both teaching majors and teaching minors.

A comparison of junior college teachers with elementary teachers showed the same differences as the comparison of secondary teachers with

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* Ninth grade was included in two groups, depending upon whether the individual was in a junior high or a four-year high school.

elementary teachers. The differences were significant at the .005 level in all cases.

It must be concluded that there is a significant difference between elementary and secondary teachers in the value that they feel pre-service courses have had to them in their teaching careers. The secondary teachers understandably give more credit to subject matter courses in the areas of their teaching majors and minors than do elementary teachers. However, groups of courses were not rated against each other. It was not necessary to rate education courses as less valuable if subject matter courses were rated high. Nevertheless, secondary teachers did give less credit to education courses for contributions to their educational career than did elementary teachers.

Because of the varying patterns to be found in the organizations of grades 7-9, it is not surprising that teachers in this level showed some differences from teachers in grades 9-12. It is, on the other hand, interesting to note that they showed far more similarities to high school teachers than they did to elementary teachers. The complete lack of significant differences between the responses of high school and junior college teachers should also be noted.

Degree Held. Comparisons were made between the response patterns of teachers holding the bachelor's degree and those holding the master's. Significant differences at relatively high levels were found for all groups of courses except those relating to teaching methods. For these courses the response patterns of the two groups were almost identical. Holders of master's degrees rated courses in "psychology of learning and teaching," "philosophy of education," "growth and development," and teaching majors and minors as contributing more importantly to their careers, than did those having only a bachelor's degree. Differences were significant at the .01 level or higher. In the case of audio-visual courses, holders of the master's degree considered them less important than did the other group, with the difference significant at the .025 level.

Experience. Comparisons were made between first and second year teachers and teachers with more than fifteen years experience, between those with three to five years experience, and those with more than fifteen years, and between those with five or less years experience and those with six or more years. In all cases the more experienced teachers were found to rate the contributions of each group of courses more important than did the less experienced teachers. When beginners (1 or 2 years) were compared to senior teachers (over 15 years) the differences were all significant at the .005 level. When somewhat experienced teachers (3-5 years) were compared with senior teachers the differences were in the same directions. However, they were not significant in the case of courses in the teaching major, and the significance for courses in audio-visual equipment and materials dropped to the .025 level.

When all teachers with five years or less experience were compared with those having more than five years experience, it was found that the latter gave higher ratings for importance in promoting their educational careers

to all types of courses than did the less experienced groups. The differences were always significant or close to it. In the case of courses in teaching majors the difference was only significant at the .05 level; and in the case of courses in teaching methods at the .025 level. In all other cases the level of significance was .01 or higher.

These findings are consistent with the hypothesis that the value of pre-service courses becomes more obvious to teachers with experience, probably because the opportunities to apply things learned in the courses multiply with the passage of time. On the other hand, they are also consistent with the hypothesis that a selective process in the retention of teachers is operating. A third hypotheses would be that teacher education courses have deteriorated with the passage of time so that more experienced teachers are reacting to a different type of pre-service course than are those more recently arrived in the ranks of practicing professionals. Further study is needed to decide among these and possibly other hypotheses.

SUMMARY

Limitations of Study. The sample was drawn from all teachers in California; hence, the study was not limited to teachers belonging to the California Teachers Association or any other organization. While participants are referred to as teachers; this is used as a generic term to cover all certificated personnel. However, the proportion of non-teaching to teaching personnel in the population surveyed is so small that separate analyses of replies of respondents other than classroom teachers were not attempted. Strictly speaking the results presented here come from all certificated personnel in the State, but they cannot differ materially from those for classroom teachers alone.

The questionnaire asked for teacher opinions and teacher judgments. In considering the results obtained, it is important not to confuse these opinions with facts about the subjects involved. The only facts obtained by this study are facts about teacher opinions and judgments. To the extent that teachers are competent to judge and know their own minds these facts have implications for the subject areas covered as well as for the state of mind of the teachers surveyed. Since teachers are those most affected by credentialling regulations, and constitute the consumers of teacher education courses, all those involved in these matters should give very serious attention to teacher attitudes whether or not they agree with them.

Certification. In general, the teachers surveyed appeared to favor the status quo in certification matters. Whether or not an "educational" program would change this situation, the present climate favors four years

preparation for beginning elementary teachers, five years for high school teachers, and continuation or direct applications to the State Department for issuance of credentials. The one change that was favored was the credentialling of junior college teachers on the basis of the master's degree only.

Pre-Service Courses. It was to be expected that most teachers would indicate that pre-service courses were useful to beginning teachers. It was also to be expected that teachers would indicate that these courses contributed positively to their educational careers. Any significance in the findings of this study must be sought in the relative emphases given to the different types of courses, and in the variations between the different groups of teachers.

Some interesting results were the strong position of courses in subject matter related to teaching majors, the less strong position of such courses related to teaching minors, and the relatively favorable reactions to courses in teaching methods. The relatively low position accorded to courses in philosophy of education should also be noted.

With respect to differences among groups of teachers, the complete separation of elementary and secondary teachers in their over-all attitudes is most notable. The similarity, almost identity, of response between high school and junior college teachers also stands out. These differences are not so surprising where subject-matter courses are concerned. However, they are also found in all types of education courses. It has been suggested that this may reflect a real difference in the quality of pre-service courses taken by elementary and secondary teachers. This hypothesis has not, of course, been tested by this study. It is equally possible that there are real differences in the characteristics of elementary and secondary teachers which account for the observed differences of response.

That a real difference may exist among groups of teachers is also a possible hypothesis to account for the fact that, with increasing experience, teachers expressed increasingly favorable reactions to pre-service courses. Whether the difference, if it exists, is caused by the experience itself or by selective factors in the retention of teachers in the profession, or both, can only be discovered by further study.

APPENDIX I

SELECTION OF THE SAMPLE

The sample was selected by a process based on a design developed in accordance with procedures used by the Research Division of the National Education Association and adapted to California through a two year study conducted in cooperation with the University of Southern California.

The sample design was based upon stratification of the population into three classifications.

Geographic Location. The total population was divided into three geographical areas. These were based on CTA Section divisions. The first of these regions was Southern Section containing nine counties. These were Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, and Ventura counties. A second region was Bay Section containing 13 counties. Counties in the Bay Section were Alameda, Contra Costa, Lake, Marin, Napa, San Francisco, San Joaquin, San Mateo, Santa Clara, Solano, Sonoma, Stanislaus, and Tuolumne. The third region consisted of the four remaining CTA Sections and the counties contained within these sections.

Size of School District. Using apportionment ADA for the 1964-65 school year, school districts in each of the three geographical areas were divided into size ranges. Five size ranges were selected as follows: districts below 250 ADA, districts with 250-8,499 ADA, districts with 8,500-16,749 ADA, districts with 16,750-24,999 ADA, and those with ADA over 25,000.

Type of Assignment. The third criteria used for selection of the sample was type of assignment held by certificated personnel in the State. Five classifications were established, namely: elementary teachers, high school teachers, junior college teachers, school district administrators, and county office personnel.

The entire population, now broken into 63 sub-divisions, was divided into percentages proportionate to the ADA within each geographical area and to the number of personnel reported by the State Department of Education for each type of assignment. These percentages appear in Table III.

Based on previous investigations conducted with the University of Southern California it was determined that a sample of 2,400 would be adequate for the purposes of this study and insure accurate state-wide information.

A random sampling technique was then used within each cell to select the 2,400 certificated personnel to be used in the study. (The breakdown of the sample obtained appears in Table IV [page 17].)

TABLE III

BREAKDOWN OF POPULATION BY PERCENTAGES

Level	Southern Section	Bay Section	Other Sections	Total
ELEMENTARY				
Below 250	0.13	0.29	0.83	1.25
250-8,499	8.71	6.63	8.21	23.55
8,500-16,749	4.04	2.38	0.54	6.96
16,750-24,999	2.63	0.71	0.17	3.51
Over 25,000	11.87	4.04	1.00	16.91
Total Elementary	27.38	14.05	10.75	52.18
HIGH SCHOOL				
Below 250	0.4	0.04	0.13	0.21
250-8,499	7.83	4.75	3.38	15.96
8,500-16,749	3.00	2.29	1.63	6.92
16,750-24,999	1.67	0.54	0.54	2.75
Over 25,000	6.17	1.13	0.00	7.30
Total High School	18.71	8.75	5.68	33.14
JUNIOR COLLEGE				
Below 250	0.04	0.00	0.00	0.04
250-8,499	1.42	1.08	0.50	3.00
8,500-16,749	0.25	0.04	0.08	0.37
16,750-24,999	0.00	0.00	0.00	0.00
Over 25,000	0.63	- 0.00	0.00	0.63
Total Junior College	2.34	1.12	0.58	4.04
DISTRICT ADMINISTRATORS				
Below 250	0.00	0.04	0.13	0.13
250-8,499	2.13	1.17	1.21	4.51
8,500-16,749	1.04	0.46	0.04	1.54
16,750-24,999	0.54	0.29	0.04	0.87
Over 25,000	2.00	0.83	0.21	3.04
Total District Administrators	5.71	2.79	1.63	10.13
COUNTY OFFICE STAFF	0.17	0.17	0.21	0.55
TOTAL CERTIFICATED PERSONNEL (All Levels)	54.31	26.88	18.85	100.04

TABLE IV

ACTUAL SAMPLE USED

Level	Southern Section	Bay Section	Other Sections	Total
ELEMENTARY				
Below 250	3	7	20	30
250-8,499	209	159	197	565
8,500-16,749	97	57	13	167
16,750-24,999	63	17	4	84
Over 25,000	285	97	24	406
Total Elementary	657	337	258	1,252
HIGH SCHOOL				
Below 250	1	1	3	5
250-8,499	188	114	81	383
8,500-16 749	72	55	39	166
16,750-24,999	40	13	13	66
Over 25,000	148	27	0	175
Total High School	449	210	136	795
JUNIOR COLLEGE				
Below 250	1	0	0	1
250-8,499	34	26	12	72
8,500-16,749	6	1	2	9
16,750-24,999	0	0	0	0
Over 25,000	15	0	0	15
Total Junior College	56	27	14	97
DISTRICT ADMINISTRATORS				
Below 250	0	1	3	4
250-8,499	51	28	29	108
8,500-16,749	25	11	1	37
16,750-24,999	13	7	1	21
Over 25,000	48	20	5	73
Total District Administrators	137	67	39	243
COUNTY OFFICE STAFF	4	4	5	13
TOTAL CERTIFICATED STAFF (all Levels)	1,303	645	452	2,400

Names were obtained from district and county directories and from faculty lists. The sample represented all certificated personnel in California and was not confined to members of the California Teachers Association.

The high response rates achieved were accomplished through careful planning, effective control of mailing lists, appropriate processing of incoming questionnaires, effective initial contact letters, and effective follow-up procedures.

APPENDIX A

RESPONSES ACCORDING TO DEGREE HELD

TEACHING METHODS		
Responses*	BA	MA
Extremely Important	616	307
Some Importance	535	266
No Importance	110	42
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	BA	MA
Extremely Important	492	277
Some Importance	656	290
No Importance	94	53
Significant at .05 Level		

PHILOSOPHY OF EDUCATION		
Responses*	BA	MA
Extremely Important	157	113
Some Importance	575	287
No Importance	454	192
Significant at .005 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	BA	MA
Extremely Important	505	212
Some Importance	518	277
No Importance	138	62
Significant at .10 Level		

GROWTH AND DEVELOPMENT		
Responses*	BA	MA
Extremely Important	474	240
Some Importance	644	282
No Importance	94	58
Not Significant		

TEACHING MAJOR(S)		
Responses*	BA	MA
Extremely Important	717	446
Some Importance	347	125
No Importance	67	20
Significant at .005 Level		

TEACHING MINOR(S)		
Responses*	BA	MA
Extremely Important	448	322
Some Importance	438	202
No Importance	119	51
Significant at .005 Level		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	1-5	6-Over
Extremely Important	273	684
Some Importance	289	529
No Importance	64	92
Significant at .005 Level		

PSYCHOLOGY OF LEARNING		
Responses*	1-5	6-Over
Extremely Important	213	589
Some Importance	344	621
No Importance	59	92
Significant at .005 Level		

PHILOSOPHY OF EDUCATION		
Responses*	1-5	6-Over
Extremely Important	56	234
Some Importance	272	609
No Importance	244	412
Significant at .005 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	1-5	6-Over
Extremely Important	211	526
Some Importance	299	521
No Importance	77	127
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	1-5	6-Over
Extremely Important	208	534
Some Importance	319	625
No Importance	62	92
Significant at .005 Level		

TEACHING MAJOR(S)		
Responses*	1-5	6-Over
Extremely Important	374	816
Some Importance	153	331
No Importance	29	61
Not Significant		

TEACHING MINOR(S)		
Responses*	1-5	6-Over
Extremely Important	240	549
Some Importance	186	472
No Importance	60	115
Not Significant		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher.*

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	1-2	Over 15
Extremely Important	123	327
Some Importance	126	195
No Importance	23	28
Significant at .005 Level		

PSYCHOLOGY OF LEARNING		
Responses*	1-2	Over 15
Extremely Important	92	275
Some Importance	151	241
No Importance	22	28
Significant at .005 Level		

PHILOSOPHY OF EDUCATION		
Responses*	1-2	Over 15
Extremely Important	25	130
Some Importance	120	266
No Importance	106	132
Significant at .005 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	1-2	Over 15
Extremely Important	87	226
Some Importance	122	193
No Importance	42	29
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	1-2	Over 15
Extremely Important	88	249
Some Importance	140	241
No Importance	28	23
Significant at .005 Level		

TEACHING MAJOR(S)		
Responses*	1-2	Over 15
Extremely Important	151	355
Some Importance	73	129
No Importance	16	31
Not Significant		

TEACHING MINOR(S)		
Responses*	1-2	Over 15
Extremely Important	100	240
Some Importance	84	209
No Importance	27	47
Not Significant		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher.*

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	3-5	Over 15
Extremely Important	150	327
Some Importance	163	195
No Importance	41	28
Significant at .005 Level		

PSYCHOLOGY OF LEARNING		
Responses*	3-5	Over 15
Extremely Important	121	275
Some Importance	193	241
No Importance	37	28
Significant at .005 Level		

PHILOSOPHY OF EDUCATION		
Responses*	3-5	Over 15
Extremely Important	31	130
Some Importance	152	266
No Importance	138	132
Significant at .005 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	3-5	Over 15
Extremely Important	124	226
Some Importance	177	193
No Importance	35	29
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	3-5	Over 15
Extremely Important	120	249
Some Importance	179	241
No Importance	34	23
Significant at .005 Level		

TEACHING MAJOR(S)		
Responses*	3-5	Over 15
Extremely Important	223	355
Some Importance	80	129
No Importance	13	31
Not Significant		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

TEACHING MINOR(S)		
Responses*	3-5	Over 15
Extremely Important	140	240
Some Importance	102	209
No Importance	33	47
Not Significant		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-3	4-6
Extremely Important	246	185
Some Importance	171	177
No Importance	28	30
Significant at .10 Level		

PSYCHOLOGY OF LEARNING		
Responses*	K-3	4-6
Extremely Important	223	168
Some Importance	199	190
No Importance	16	24
Significant at .05 Level		

PHILOSOPHY OF EDUCATION		
Responses*	K-3	4-6
Extremely Important	74	55
Some Importance	210	175
No Importance	133	134
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responses*	K-3	4-6
Extremely Important	219	172
Some Importance	157	50
No Importance	27	40
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	K-3	4-6
Extremely Important	229	165
Some Importance	201	200
No Importance	7	15
Significant at .10 Level		

TEACHING MAJOR(S)		
Responses*	K-3	4-6
Extremely Important	199	148
Some Importance	142	148
No Importance	35	24
Significant at .10 Level		

TEACHING MINOR(S)		
Responses*	K-3	4-6
Extremely Important	102	95
Some Importance	169	160
No Importance	50	36
Not Significant		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-6	7-12
Extremely Important	431	244
Some Importance	348	289
No Importance	58	63
Significant at .005 Level		

PSYCHOLOGY OF LEARNING		
Responses*	K-6	7-12
Extremely Important	391	180
Some Importance	389	331
No Importance	40	83
Significant at .005 Level		

PHILOSOPHY OF EDUCATION		
Responses*	K-6	7-12
Extremely Important	129	62
Some Importance	385	265
No Importance	267	239
Significant at .005 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	K-6	7-12
Extremely Important	391	177
Some Importance	307	278
No Importance	67	90
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	K-6	7-12
Extremely Important	394	154
Some Importance	401	311
No Importance	22	89
Significant at .005 Level		

TEACHING MAJOR(S)		
Responses*	K-6	7-12
Extremely Important	347	478
Some Importance	290	96
No Importance	59	15
Significant at .005 Level		

TEACHING MINOR(S)		
Responses*	K-6	7-12
Extremely Important	197	835
Some Importance	329	167
No Importance	86	45
Significant at .005 Level		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-6	13-14
Extremely Important	431	91
Some Importance	348	104
No Importance	58	26
Significant at .005 Level		

PSYCHOLOGY OF LEARNING		
Responses*	K-6	13-14
Extremely Important	391	71
Some Importance	389	137
No Importance	40	17
Significant at .005 Level		

PHILOSOPHY OF EDUCATION		
Responses*	K-6	13-14
Extremely Important	129	23
Some Importance	385	105
No Importance	267	88
Significant at .10 Level		

A-V EQUIPMENT & MATERIALS		
Responses*	K-6	13-14
Extremely Important	391	60
Some Importance	307	113
No Importance	67	31
Significant at .005 Level		

GROWTH AND DEVELOPMENT		
Responses*	K-6	13-14
Extremely Important	394	50
Some Importance	401	121
No Importance	22	29
Significant at .005 Level		

TEACHING MAJOR(S)		
Responses*	K-6	13-14
Extremely Important	347	195
Some Importance	290	26
No Importance	59	5
Significant at .005 Level		

TEACHING MINOR(S)		
Responses*	K-6	13-14
Extremely Important	197	134
Some Importance	329	60
No Importance	86	20
Significant at .005 Level		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	7-9	9-12
Extremely Important	48	196
Some Importance	59	230
No Importance	10	53
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	7-9	9-12
Extremely Important	34	146
Some Importance	70	261
No Importance	12	71
Not Significant		

PHILOSOPHY OF EDUCATION		
Responses*	7-9	9-12
Extremely Important	12	50
Some Importance	48	217
No Importance	52	187
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responses*	7-9	9-12
Extremely Important	45	132
Some Importance	55	223
No Importance	9	81
Significant at .10 Level		

GROWTH AND DEVELOPMENT		
Responses*	7-9	9-12
Extremely Important	31	123
Some Importance	64	247
No Importance	14	75
Not Significant		

TEACHING MAJOR(S)		
Responses*	7-9	9-12
Extremely Important	67	411
Some Importance	32	64
No Importance	6	9
Significant at .005 Level		

TEACHING MINOR(S)		
Responses*	7-9	9-12
Extremely Important	50	285
Some Importance	37	130
No Importance	12	33
Significant at .05 Level		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	9-12	13-14
Extremely Important	196	91
Some Importance	230	104
No Importance	53	26
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	9-12	13-14
Extremely Important	146	71
Some Importance	261	137
No Importance	71	17
Significant at .05 Level		

PHILOSOPHY OF EDUCATION		
Responses*	9-12	13-14
Extremely Important	50	23
Some Importance	217	105
No Importance	187	88
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responses*	9-12	13-14
Extremely Important	132	60
Some Importance	223	113
No Importance	81	31
Not Significant		

GROWTH AND DEVELOPMENT		
Responses*	9-12	13-14
Extremely Important	123	50
Some Importance	247	121
No Importance	75	29
Not Significant		

TEACHING MAJOR(S)		
Responses*	9-12	13-14
Extremely Important	411	195
Some Importance	64	26
No Importance	9	5
Not Significant		

TEACHING MINOR(S)		
Responses*	9-12	13-14
Extremely Important	285	134
Some Importance	130	60
No Importance	33	20
Not Significant		

* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

APPENDIX B

RESPONSES ACCORDING TO DEGREE HELD

TEACHING METHODS		
Responses*	BA	MA
None	91	44
Moderately	441	212
Considerable	379	186
Very Greatly	346	178
Do Not Know	14	7
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	BA	MA
None	84	42
Moderately	507	213
Considerably	397	187
Very Greatly	243	179
Do Not Know	25	7
Significant at .01 level		

PHILOSOPHY OF EDUCATION		
Responses*	BA	MA
None	309	137
Moderately	578	262
Considerably	192	108
Very Greatly	91	82
Do Not Know	51	20
Significant at .005 level		

A-V EQUIPMENT & MATERIALS		
Responses*	BA	MA
None	139	81
Moderately	425	246
Considerably	377	139
Very Greatly	245	114
Do Not Know	19	15
Significant at .025 level		

GROWTH AND DEVELOPMENT		
Responses*	BA	MA
None	71	47
Moderately	463	212
Considerably	419	172
Very Greatly	224	158
Do Not Know	35	23
Significant at .025 level		

TEACHING MAJORS(S)		
Responses*	BA	MA
None	49	15
Moderately	204	64
Considerably	292	119
Very Greatly	556	393
Do Not Know	70	12
Significant at .005 level		

* The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	BA	MA
None	102	39
Moderately	239	106
Considerably	322	155
Very Greatly	330	272
Do Not Know	97	17
Significant at .005 level		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-3	4-6
None	21	24
Moderately	137	154
Considerably	139	125
Very Greatly	145	90
Do Not Know	1	4
Significant at .025 level		

PSYCHOLOGY OF LEARNING		
Responses*	K-3	4-6
None	14	23
Moderately	152	146
Considerably	140	132
Very Greatly	121	86
Do Not Know	9	7
Not Significant		

PHILOSOPHY OF EDUCATION		
Responses*	K-3	4-6
None	87	93
Moderately	198	177
Considerably	73	64
Very Greatly	43	31
Do Not Know	22	17
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responses*	K-3	4-6
None	31	41
Moderately	128	119
Considerably	133	122
Very Greatly	117	89
Do Not Know	3	10
Not Significant		

GROWTH AND DEVELOPMENT		
Responses*	K-3	4-6
None	11	13
Moderately	138	138
Considerably	163	135
Very Greatly	109	90
Do Not Know	9	7
Not Significant		

TEACHING MAJOR(S)		
Responses*	K-3	4-6
None	17	23
Moderately	84	89
Considerably	117	101
Very Greatly	134	108
Do Not Know	39	28
Not Significant		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	K-3	4-6
None	34	29
Moderately	88	86
Considerably	113	105
Very Greatly	79	71
Do Not Know	44	33
Not Significant		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-6	7-12
None	45	61
Moderately	291	231
Considerably	264	163
Very Greatly	235	142
Do Not Know	5	7
Significant at .01 level		

PSYCHOLOGY OF LEARNING		
Responses*	K-6	7-12
None	37	60
Moderately	298	265
Considerably	272	173
Very Greatly	207	89
Do Not Know	16	12
Significant at .005 level		

PHILOSOPHY OF EDUCATION		
Responses*	K-6	7-12
None	180	171
Moderately	375	274
Considerably	137	69
Very Greatly	74	43
Do Not Know	39	23
Significant at .005 level		

A-V EQUIPMENT & MATERIALS		
Responses*	K-6	7-12
None	72	94
Moderately	247	241
Considerably	255	151
Very Greatly	206	75
Do Not Know	13	11
Significant at .005 level		

GROWTH AND DEVELOPMENT		
Responses*	K-6	7-12
None	24	66
Moderately	276	248
Considerably	298	395
Very Greatly	199	84
Do Not Know	16	30
Significant at .005 level		

TEACHING MAJOR(S)		
Responses*	K-6	7-12
None	40	15
Moderately	173	45
Considerably	218	111
Very Greatly	242	414
Do Not Know	67	13
Significant at .005 level		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	K-6	7-12
None	63	43
Moderately	174	88
Considerably	218	148
Very Greatly	150	58
Do Not Know	77	28
Significant at .005 level		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	K-6	13-14
None	45	26
Moderately	291	88
Considerably	264	63
Very Greatly	235	50
Do Not Know	5	2
Significant at .005 level		

PSYCHOLOGY OF LEARNING		
Responses*	K-6	13-14
None	37	24
Moderately	298	99
Considerably	272	76
Very Greatly	207	26
Do Not Know	16	3
Significant at .005 level		

PHILOSOPHY OF EDUCATION		
Responses*	K-6	13-14
None	180	63
Moderately	375	112
Considerably	137	28
Very Greatly	74	14
Do Not Know	39	6
Significant at .10 level		

A-V EQUIPMENT & MATERIALS		
Responses*	K-6	13-14
None	72	41
Moderately	247	96
Considerably	255	46
Very Greatly	206	37
Do Not Know	13	6
Significant at .005 level		

GROWTH AND DEVELOPMENT		
Responses*	K-6	13-14
None	24	23
Moderately	276	82
Considerably	298	74
Very Greatly	199	26
Do Not Know	16	10
Significant at .005 level		

TEACHING MAJOR(S)		
Responses*	K-6	13-14
None	40	3
Moderately	173	14
Considerably	218	30
Very Greatly	242	181
Do Not Know	67	2
Significant at .005 level		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	K-6	13-14
None	63	19
Moderately	174	29
Considerably	218	52
Very Greatly	150	115
Do Not Know	77	7
Significant at .005 level		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	7-9	9-12
None	10	51
Moderately	48	183
Considerably	31	132
Very Greatly	29	113
Do Not Know	2	5
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	7-9	9-12
None	6	54
Moderately	60	205
Considerably	32	141
Very Greatly	20	69
Do Not Know	1	11
Not Significant		

PHILOSOPHY OF EDUCATION		
Responses*	7-9	9-12
None	40	131
Moderately	49	225
Considerably	13	56
Very Greatly	8	35
Do Not Know	5	18
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responses*	7-9	9-12
None	10	84
Moderately	41	200
Considerably	35	116
Very Greatly	22	53
Do Not Know	1	10
Significant at .05 level		

GROWTH AND DEVELOPMENT		
Responses*	7-9	9-12
None	10	56
Moderately	50	202
Considerably	34	115
Very Greatly	19	63
Do Not Know	1	25
Not Significant		

TEACHING MAJOR(S)		
Responses*	7-9	9-12
None	4	11
Moderately	16	29
Considerably	33	78
Very Greatly	54	360
Do Not Know	6	7
Significant at .005 level		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	7-9	9-12
None	9	34
Moderately	27	61
Considerably	28	120
Very Greatly	36	222
Do Not Know	7	21
Significant at .01 level		

RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

TEACHING METHODS		
Responses*	9-12	13-14
None	51	26
Moderately	183	88
Considerably	132	63
Very Greatly	113	50
Do Not Know	5	2
Not Significant		

PSYCHOLOGY OF LEARNING		
Responses*	9-12	13-14
None	54	24
Moderately	205	99
Considerably	141	76
Very Greatly	69	26
Do Not Know	11	3
Not Significant		

PHILOSOPHY OF EDUCATION		
Responses*	9-12	13-14
None	131	63
Moderately	225	112
Considerably	56	28
Very Greatly	35	14
Do Not Know	18	6
Not Significant		

A-V EQUIPMENT & MATERIALS		
Responese*	9-12	13-14
None	84	41
Moderately	200	96
Considerably	116	46
Very Greatly	53	37
Do Not Know	10	6
Not Significant		

GROWTH AND DEVELOPMENT		
Responses*	9-12	13-14
None	56	23
Moderately	202	82
Considerably	115	74
Very Greatly	63	26
Do Not Know	25	10
Not Significant		

TEACHING MAJOR(S)		
Responses*	9-12	13-14
None	11	3
Moderately	29	14
Considerably	78	30
Very Greatly	360	181
Do Not Know	7	2
Not Significant		

TEACHING MINOR(S)		
Responses*	9-12	13-14
None	34	19
Moderately	61	29
Considerably	120	52
Very Greatly	222	115
Do Not Know	21	7
Not Significant		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	1-5	6-Over
None	54	86
Moderately	231	438
Considerably	184	392
Very Greatly	152	396
Do Not Know	10	11
Significant at .025 level		

PSYCHOLOGY OF LEARNING		
Responses*	1-5	6-Over
None	54	76
Moderately	270	461
Considerably	188	419
Very Greatly	98	341
Do Not Know	15	18
Significant at .005 level		

PHILOSOPHY OF EDUCATION		
Responses*	1-5	6-Over
None	165	287
Moderately	288	565
Considerably	80	235
Very Greatly	37	152
Do Not Know	31	45
Significant at .005 level		

A-V EQUIPMENT & MATERIALS		
Responses*	1-5	6-Over
None	82	146
Moderately	250	441
Considerably	163	362
Very Greatly	104	269
Do Not Know	11	25
Significant at .10 level		

GROWTH AND DEVELOPMENT		
Responses*	1-5	6-Over
None	48	75
Moderately	234	454
Considerably	202	407
Very Greatly	96	305
Do Not Know	23	35
Significant at .005 level		

TEACHING MAJOR(S)		
Responses*	1-5	6-Over
None	23	45
Moderately	87	186
Considerably	144	280
Very Greatly	288	683
Do Not Know	39	48
Significant at .05 level		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	1-5	6-Over
None	48	98
Moderately	105	250
Considerably	145	343
Very Greatly	179	440
Do Not Know	54	66
Significant at .01 level		

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	1-2	Over 15
None	20	22
Moderately	104	159
Considerably	79	155
Very Greatly	68	206
Do Not Know	5	6
Significant at .005 level		

PSYCHOLOGY OF LEARNING		
Responses*	1-2	Over 15
None	17	19
Moderately	123	163
Considerably	83	191
Very Greatly	35	166
Do Not Know	9	8
Significant at .005 level		

PHILOSOPHY OF EDUCATION		
Responses*	1-2	Over 15
None	75	81
Moderately	124	228
Considerably	34	121
Very Greatly	14	88
Do Not Know	14	16
Significant at .005 level		

A-V EQUIPMENT & MATERIALS		
Responses*	1-2	Over 15
None	44	41
Moderately	104	168
Considerably	71	143
Very Greatly	41	125
Do Not Know	4	15
Significant at .005 level		

GROWTH AND DEVELOPMENT		
Responses*	1-2	Over 15
None	25	16
Moderately	99	164
Considerably	91	172
Very Greatly	35	148
Do Not Know	9	16
Significant at .005 level		

TEACHING MAJOR(S)		
Responses*	1-2	Over 15
None	13	11
Moderately	42	69
Considerably	56	127
Very Greatly	119	298
Do Not Know	17	17
Significant at .005 level		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	1-2	Over 15
None	26	27
Moderately	43	109
Considerably	59	154
Very Greatly	81	196
Do Not Know	23	17
Significant at .005 level		

RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

TEACHING METHODS		
Responses*	3-5	Over 15
None	34	22
Moderately	127	159
Considerably	105	155
Very Greatly	84	206
Do Not Know	5	6
Significant at .005 level		

PSYCHOLOGY OF LEARNING		
Responses*	3-5	Over 15
None	37	19
Moderately	147	163
Considerably	105	191
Very Greatly	63	166
Do Not Know	6	8
Significant at .005 level		

PHILOSOPHY OF EDUCATION		
Responses*	3-5	Over 15
None	90	81
Moderately	164	228
Considerably	46	121
Very Greatly	23	88
Do Not Know	17	16
Significant at .005 level		

A-V EQUIPMENT & MATERIALS		
Responses*	3-5	Over 15
None	38	41
Moderately	146	168
Considerably	92	143
Very Greatly	63	125
Do Not Know	7	15
Significant at .025 level		

GROWTH AND DEVELOPMENT		
Responses*	3-5	Over 15
None	23	16
Moderately	135	164
Considerably	111	172
Very Greatly	61	148
Do Not Know	14	16
Significant at .005 level		

TEACHING MAJOR(S)		
Responses*	3-5	Over 15
None	10	11
Moderately	45	69
Considerably	88	127
Very Greatly	169	298
Do Not Know	22	17
Not Significant		

*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

TEACHING MINOR(S)		
Responses*	3-5	Over 15
None	22	27
Moderately	62	109
Considerably	86	154
Very Greatly	98	196
Do Not Know	31	17
Significant at .005 level		